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ABSTRACT

A 10-year study was done by the National Council of Social Studies of the Holt/Rhinehart/Winston elementary social science program, which was adopted by the Des Moines public schools in 1983. The program was found to be comprehensive and compatible with student mental development, emotional maturation, and interest level. This document presents the evaluation of the curriculum content, including historical background, state standards, district policies and procedures, social science sequence of courses, instructional methods, and needs. The input evaluation analysis includes: budget, community, and revenue sources; time allotment; and equipment. The process evaluation contains goals, in-service staff development, professional meetings, communication network, needs, and goals. Product evaluation covers test results, an advanced placement report, classroom observations, enrollments standards, adherence to policies or regulations, and future plans. Primary goals include the development of socialization skills, geography skills, respect for ethnic diversity, appreciation of U.S. culture, understanding of democratic principles, and ideas and development of responsible citizenship. (NL)

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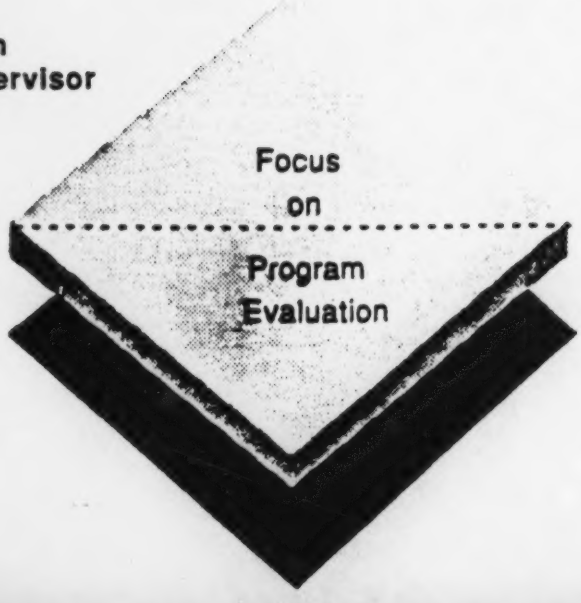
PROGRAM EVALUATION

K-12 SOCIAL SCIENCE

JULY 1990

Carol S. Brown
Social Science Supervisor



SO 021 054

TABLE OF CONTENTS

PAGE

Mission

District Mission Statement 1
Social Science Philosophy 1

Content Evaluation

Historical Background 2-6
State Standards 7-8
District Policies and Procedures 9-13
Social Science Sequence of Courses 14-16
Instructional Methods 17
Needs 18-20

Input Evaluation

Input Evaluation 21-22

- Budget and Sources of Revenue 21
- Time Allotment 21
- Equipment 21
- Community Resources 22

Social Science Staff Expenditures 23
Social Science Textbook Expenditures 24-27

Process Evaluation

Process Evaluation 28-33

- 1989-1990 Goals for Social Science Department 28
- Responsibility Statement - Supervisor 28
  31-32
- In-service/Staff Development Relative to Social Science..... 28-29
- Professional Meetings 29
- Communication Network Within the Social Science Department..... 29-30
- Needs 30
- Supervisor Goals 1989-90 33

TABLE OF CONTENTS

PAGE

Product Evaluation

Test Results 34-50
Central Academy Advanced Placement Report 51
Classroom Observations 52
Enrollments in Elective Courses 52
Adherence to Standards, Policies, or Regulations 52
Enrollments - Social Science Elective Courses - Spring 1990 53
Future Plans 54

District Mission Statement

"The Des Moines Independent Community School District will provide a quality educational program to a diverse community of students where all are expected to learn."

Social Science Philosophy

The Social Science Department is committed to providing a climate for learning that enhances student awareness of self-worth and an appreciation for the dignity and humanness of others.

The Social Science Curriculum provides learning experiences through which students can acquire the basic knowledge and skills to think rationally, solve problems creatively, function constructively in social, economic and political situations, and participate responsibly in the democratic process.

Students are encouraged to develop an appreciation for the past, an understanding of the present and prepare to meet the challenges of a rapidly changing national and global society.

Historical Background

A. Elementary

The Holt/Rhinehart/Winston elementary social science program was adopted in 1983 and is one of many elementary social science programs described as the "expanding horizon curriculum."

This curriculum begins in kindergarten with a study of the uniqueness of self and expands each succeeding year to a study of family, neighborhoods, communities, and United States regions. A ten-year study done by the National Council of Social Studies, concluded in 1988, gave full support to this sequence, finding it comprehensive, compatible with student mental development, emotional maturation, and interest level. The grade five curriculum is a study of United States history based on the premise that students should begin to develop an understanding and appreciation of United States history and culture before leaving elementary school.

A unit describing the history and development of Des Moines was added to the third grade curriculum in 1987 including mini-units on Des Moines' sister-cities Kofu, Japan and Shijiazhoung, China to provide an introduction to global studies. Culture kits and slide presentations have been developed to allow students to actually "see and feel" the culture and customs of these two cities. A unit on Iowa geography was added to grade four in 1985, and revised in 1989, and includes a unit on the Yucatan, one of Iowa's sister states. The Elementary Social Science Curriculum Committee is currently revising the unit on Iowa History for grade five.

Primary goals for the elementary program include the development of socialization skills; appreciation and respect for all students regardless of race, religion, physical and mental ability, gender, or ethnic origin; the development of geography skills; higher order thinking skills; an appreciation of American culture, heroes and heroines; an understanding of democratic principles and ideals and the development of responsibile citizenship in school and in the neighborhood and community.

B. Middle School

The social science program at grades six and seven continues the "expanding horizon" concept and provides an indepth study of world geography. The western hemisphere, with a focus on physical geography, is taught in grade six and the eastern hemisphere, focusing on cultural geography in grade seven. This program was developed in 1981 and revised in 1987 to address expressed concerns over geographic literacy and further globalize the curriculum. This curriculum also emphasizes the competencies tested on the Iowa Tests of Basic Skills.

The eighth grade curriculum, developed in 1980 and revised in 1988, teaches the foundations of American government including the U.S. Constitution, Iowa state and local government, and consumer economics. This curriculum is appropriate for this age level because a solid foundation in American government is necessary for students to understand current issues and events, and state and national elections, as they progress through high school and develop attitudes and behaviors of responsible citizens. State and local government is appropriate because it is more easily understood and applies more directly to students' individual lives. A unit on juvenile law and the court system is an important focus as students become more independent.

Consumer education is included because students at this age are becoming independent consumers and some hold part-time jobs. Project Business, a program from Junior Achievement, is part of this curriculum and is taught one day a week for nine weeks by a member of the local business community.

C. High School

Three units of Social Science are required for graduation from the Des Moines Public Schools; one unit of World History at grade 9, one unit of American History at grades 10 or 11, 1/2 unit of National Government, and 1/2 unit of Economics at grade 12.

Advanced Placement European History, AP American History, AP Comparative Government (1989), and AP Macro-Economics (1989) are offered at Central Campus. Roosevelt High School offers a combined American history/American literature course entitled, "American Studies" and "World Studies," which combines world history and world literature.

The world history curriculum includes a unit on the Holocaust, developed in 1983, designed to teach the consequences of prejudice and non-involvement and encourage the development of social and moral courage and responsibility. A unit on labor history was developed in 1989 to supplement the American history curriculum designed to teach appreciation for and understanding of the problems and contributions of United States and Iowa workers.

Applied economics, another program provided by Junior Achievement, is offered through the Business Department and satisfies the economics requirement for graduation. Members of the business community are involved in the classroom one day per week.

In addition, a wide variety of social science electives are offered across the district. Some are common to all high schools, others are offered at one high school only depending upon staff expertise and student interest. Most recent elective additions include World Religions (1982), Current Issues (1983), International Relations (1987), and Street Law (1989).

Primary goals of the high school program are to provide students with a broad educational background about the society, nation, and world in which they live; an understanding and appreciation of themselves and others; an understanding of and commitment to democratic principles, practices, and ideals; and the development of the attitudes, behaviors, and skills which will allow them to be informed, contributing, and successful members of their communities, their nation, and the world.

D. Experiential Programs

Elementary

The social science curriculum at grade three requires a student bus tour of Des Moines. A tour packet and a film strip on Des Moines has been developed. In grade four students visit Living History Farms and in grade five students tour the Iowa Historical Building and the Capitol. Two elementary schools have developed field trips outside of Des Moines which include such historic places as the Little Brown Church, Effigy Mounds, Dubuque, Iowa City, the Amana Colonies, and the Hoover Museum.

The Kofu/Des Moines Student Exchange Program, for students in grades four through six, is the only elementary foreign exchange program in this country. Students study about Japan in six orientation sessions before leaving this

country and stay in Japanese homes, visit Japanese schools, factories, museums, government offices, and cultural sites and events during their stay in Kofu. Students participating in this trip actually experience another culture, acquire a Japanese family, eat different food, learn to use different currency, and learn to communicate with people who speak a language different than their own. Many students who have participated in this program have maintained contact with their Japanese family, some have continued with Japanese studies in high school and college. A few have returned to Japan and a few are presently working for Japanese companies.

High School

High school students are given the opportunity to particpate in the United Nations trip, which is a trip to Washington, D.C. and the United Nations in New York. The CloseUp Foundation's High School Seminar in Washington, D.C. allows students to see their government "close up" and develops a sense of political efficacy and responsible citizenship. CloseUp also offers the "New Citizens" program for students who have recently imimgrated to the United States. Students from our ESL porgram have participated in this program for the last two years and had the opportunity to learn about their new government and see their new capitol "close up."

In addition, students are encouraged to participate in the political process by working for candidates of their choice in local, state, and national elections. Student councils at the elementary, middle school, and senior high school level provide practical experience in the democratic process. Students from middle schools and each of our high schools are currently serving on a Polk County Peer Review Court which reviews cases of juvenile offenders who have volunteered to accept the consequences decided by the Review Court.

A Conflict Resolution Committee has been working over the past two years to select and/or develop a conflict management program for the District designed to teach the attitudes and skills of non-violent, positive resolution or management of conflict both in the school setting and in the personal lives of students.

Several programs have been selected and/or piloted during the 1989-90 school year. These include: Conflict Management at Callanan, Goodrell, Hanawalt, and Hubbell; Peaceworks at McCombs, Harding, Douglas, and Granger; and Creative Conflict at Roosevelt and North.

The Committee will recommend, in a separate report, the expansion of these programs across the District, and the specific attitudes and skills which should be developed and taught at each grade level.

E. Special Academic Programs/Competitions

Students in Des Moines are encouraged to participate in several academic competitions related to the social science area.

1. United States Constitution Exam sponsored by the Young Lawyers Association which provides scholarships for the CloseUp program in Washington for both the student and the teacher.

2. National Geography Bee sponsored by National Geographic for grades six and seven which provides scholarship funds.

3. Citizen Bee sponsored by CloseUp for high school students which also provides scholarship funds.

4. History Day sponsored by the National Council of Social Studies for grades 6-12.

5. Mock Trial Competition - Although frequently an activity of the debate program, students experience, through simulation, our legal system and begin to understand both the prosecution and the defense of persons accused of a crime.

In 1990 a sixth grade student from Meredith competed at the state level in the Geography Bee and a Lincoln/Central Campus student competed at the state level in the Citizen Bee.

State Standards

Elementary - Grades 1-6

Social studies instruction shall include citizenship education, history, and social sciences. Democratic beliefs and values, problem-solving skills, and social and political participation skills shall be incorporated. Instruction shall encompass geography, history of the United States and Iowa, and cultures of other peoples and nations. American citizenship, including the study of national, state, and local government; and the awareness of the physical, social emotional and mental self shall be infused in the instructional program.

Junior High - Grades 7-8

Social studies instruction shall include citizenship education, history, and social sciences. Democratic beliefs and values, problem-solving skills, and social and political participation skills shall be incorporated. Instruction shall encompass history, economics, geography, government including American citizenship, behavioral sciences, and the cultures of other peoples and nations. Strategies for continued development of positive self-percepts shall be infused.

High Schools - Grades 9-12

Social studies instruction shall include citizenship education, history, and the social sciences. Instruction shall encompass the history of the United States and the history and cultures of other peoples and nations including the analysis of persons, events, issues, and historical evidence reflecting time, change, and cause and effect; an overview of American government through the study of the United States Constitution, the federal system of government, and the structure and relationship between the national, state, county, and local governments; and voter education. Economics shall include comparative and consumer studies in relation to the market and command economic systems. Geography shall include the earth's physical and cultural features, their spatial arrangement and interrelationships, and the forces that affect them. Sociology, psychology, and anthropology shall include the scientific study of the individual and group behaviors(s) reflecting the impact of these behaviors on persons, groups, society, and the major institutions in a society. Democratic beliefs and values, problem-solving skills, and social and political skills shall be incorporated.

Multicultural Nonsexist Curriculum

Classroom instruction in each area of instruction shall be from a multicultural, nonsexist approach in each school district, kindergarten through grade twelve.

Global Education

The board shall adopt a plan which incorporates global perspectives into all areas and levels of the educational program so that students have the opportunity to acquire a realistic perspective on world issues, problems, and prospects for an awareness of the relationship between an individual's self-interest and the concerns of people elsewhere in the world. The plan shall include procedures for a review of its effectiveness.

District Policies and Procedures

Controversial Issues - Policies

Series: 600 Code: 617 Title: TEACHING OF CONTROVERSIAL ISSUES

Diversity of opinion and freedom of expression shall be encouraged. Students shall not be ridiculed or discriminated against because of opinions held or expressed by them.

Teachers shall control and direct all classroom activities in accordance with the policies and procedures of the District and the curriculum established by the Administration. This shall include a fair representation of divergent points of view.

Members of the public who wish to propose specific or general changes in curriculum shall do so at the central administration level only.

Controversial Issues - Procedures

In the teaching of controversial issues it should be recognized that at times it may be necessary for a teacher to express an opinion, but it must be understood that such opinions be clearly stated as such and may be subject to challenge. Administrators should see that the teachers employ, as far as possible, the scientific method of study in presenting controversial issues.

Teaching should be confined, as much as possible, to the facts or to generally recognized hypotheses. Teachers should recognize that there are limits imposed by the emotional content of the topic, by the age level and maturity of the class, and by the social climate of the community.

Teachers should be aware of their role as guides, leading their students to the facts through the processes of sound thinking which lead to wise policy decisions.

All teaching, including that done on controversial issues, should strive to establish in the students pride in themselves as inheritors of American traditions, and inculcate loyalty to the ideals which should shape their lives. Throughout the entire teaching process in controversial issues, it should be understood that the teaching responsibility belongs primarily to the teacher and the school, and teachers should not abdicate instructional position to any outside group. However, this statement is not to be interpreted in such a way as to imply that the lay public should have no vice in what is taught in the public schools.

Citizenship Education - Policy

Series: 600 Code: 600 Title: RESPONSIBLE CITIZENSHIP

Educating student for responsible citzenship is a role of public schools. Significant components of responsible citizenship include, but are not restricted to, a knowledge of:

- The history of our Nation.
- The democratic principles of freedom, justice and equality.
- The development of our democratic form of government.
- The necessity of citizen participation in political process to maintain a democratic form of government.
- Our heritage--including customs, traditions, rituals, and symbols of allegiance to our country (including proper etiquette).
- Our Nation's responsibilities in a global society.

This knowledge is reinforced by appropriate ceremonies and observances which aid students in the development of their interpretations of patriotism and citizenship.

This opportunity to participate in patriotic ceremonies should be available on a regular basis to all students.

Citizenship Education - Procedures

Series: 600 Code: 601 Title: CITIZENSHIP EDUCATION

To help students understand and appreciate our democratic society, the following citizenship education activities will be made available to Des Moines students at the appropriate grade level on a regular basis:

- Learning and reciting the Pledge of Allegiance.
- Learning and singing a variety of patriotic songs including the National Anthem.
- Listening to, or reading stories about famous Americans and/or famous historical facts or events.

- Participating in student government activities.

- Participating in a wide variety of local, state and national government classroom simulations which include but are not limited to mock elections, mock trials, and/or mock legislatures.

- Participating in patriotic exercises and observances in the classroom and/or in conjunction with school programs and events as deemed appropriate for the occasion.

- Participating in any other activities which will lead to making students aware of their responsibilities in the preservation of a free and democratic society.

- Participating in a variety of learning activities which emphasize our nation's responsibilities in a global society.

Individual building staff members who wish to provide a citizenship education program different from the activities outlined above should submit such programs in writing to the Assistant Superintendent for Instruction.

Religion - Policy

It is essential to a quality educational program of the district that teachers teach about religion when related to course objectives, but at no time should any religion or any non-religion be promoted or shown preference.

Two cornerstones of a pluralistic and democratic society, understanding about religion and tolerance of people with various beliefs, shall be encouraged.

Religion - Procedures

Teaching about religion when related to course objectives is essential to a quality educational program.

Respect for various religious beliefs is a cornerstone of a pluralistic, democratic society. The policy on Religion in the Curriculum should be implemented through the district's educational programs and activities in such a way that:

- The approach to religion shall be one of instruction rather than indoctrination.

- Students may be exposed to religious and non-religious views, but no particular view shall be imposed.

- Sensitivity shall be shown for the religious or non-religious beliefs, attitudes, and feelings of all students.

- Students shall not be singled-out nor identified on the basis of religious or non-religious affiliation.

The following procedures shall be applied:

1. The curricula shall include appropriate objectives regarding the role religion has played in the development of various cultures, including such areas as the fine arts, customs, traditions, and values. Instruction must be objective and non-judgmental.

2. The adequacy and appropriateness of instructional material in all areas of the curriculum relative to the role of religion shall be reviewed.

   Special care should be exercised in the areas of language arts, social studies, art, and music. When adequate course materials are not available, supplementary teaching materials shall be developed and made available to teaching personnel. Appropriate instructional materials should not be deleted because religious sensibilities might be offended. The decision to include or exclude must be based on secular rather than religious reasons.

3. Attention shall be given to the developmental differences between elementary and secondary students in the selection of course objectives and instructional materials.

4. Music selected for study must focus on course objectives and be chosen for musical rather than religious value.

   A school music program should not have the appearance of a religious celebration. Religious music may be a part of a music program, but the total effect must be non-religious.

5. The production or sponsorship of a religious program, celebration, or drama by the district, on or off school property, is not allowed. Worship ceremonies of any kind are not permitted.

6. The display of religious symbols* for other than instructional purposes is prohibited.

7. The responsibility for the implementation of this policy and related staff training rests with the Assistant Superintendent for Instruction.

* Religious symbols include, but are not limited to, any object or objects of worship, crosses, crucifixes, cult symbols, Islamic Crescents, menorahs, nativity scenes, Stars of David, trees decorated as or with religious symbols, etc.

Social Science Sequence of Courses

Elementary

The Holt Social Studies Program

Grade

K - "Me"

1 - "Families"

2 - "Neighbors" - Focus on the United States, but includes neighborhoods in Italy, Canada, and Puerto Rico

Social Science at the K-2 level is incorporated into the K-2 integrated units with specific social science objectives.

3 - "Communities" - Des Moines History - Focus on the United States, but includes London, England; Seto, Japan; and Nairobi, Africa

4 - "Our Regions" - United States Regional Geography with an emphasis on Iowa Geography - Focus on the United States, includes Canada, Mexico, and Puerto Rico

5 - "Our County" - United States History with a focus on Iowa History

Middle School

Required Courses

Grade

6 - World Geography Western Hemisphere - physical

7 - World Geography Eastern Hemisphere - cultural

8 - American Civics - Foundation of Government, State and Local Government, Consumer Economics (9 weeks)

High School

Courses Required for Graduation (three units of credit)

Grade

9 - World History - including a unit on the Holocaust

10/11 - American History - including a unit on Labor History

12 - Government (one semester)

Economics (one semester)

Note: Applied Economics also fulfills the Economics requirement and is taught in the Business Department.

Elective Courses

Grade

9 - World Studies (combined World/History/World Literature Roosevelt (satisifies world history requirement)

11 - American Studies (combined American History/American Literature) - Roosevelt (satisfies American history requirement)

9-10 - Humanities - two-year sequence World History including Advanced Placement European History second year - Central Academy

11 - Advanced Placement American History - Central Campus

12 - Advanced Placement Comparative Government (one semester) Central Campus

12 - Advanced Placement Macro-Economcis (one semester) - Central Campus, Roosevelt

10-12 - Soviet Union (one semester) - Roosevelt

Comparative Economics (one semester) - Roosevelt

Law and Issues (one semester) - East

Current Issues (one semester) - East, Hoover, Lincoln, North, Roosevelt

Street Law - Hoover

International Relations - Lincoln

Psychology - All high schools (one semester) - Lincoln - two semesters

Sociology - All high schools (one semester) Lincoln - two semesters

World Religions (one semester) - Hoover

Anthropology (one semester) - Roosevelt and East

Asian Studies (one semester) - Roosevelt

Note: Instructional objectives and/or course outlines for each of these courses are available from the Social Science Supervisor.

Instructional Methods

A wide variety of teaching strategies, techniques, and methods are employed by teachers across the District. These range from the more traditional lecture/question/answer to cooperative learning and simulations. As more teachers are exposed to the cooperative learning model and newer teaching methods, more use of these strategies should be observed in the classroom. Teachers do involve students in research, projects, and small group discussion. Teachers who have participated in the "Higher Order Thinking Skills" staff development course are utilizing strategies and techniques from that program in their teaching.

Curriculum specialists at the high school level were trained in the Hanson/Silver/Strong method of concept attainment, concept formation, and the New American lecture method and are using these effectively in their classrooms. Teachers at Roosevelt and North have been trained in the academic controversy model which is part of the Johnson and Johnson Creative Conflict Model.

More teachers need to be trained in all of these techniques and encouraged to use them to challenge and assist all students enrolled in their classes.

Needs

Elementary

1. Time Allotment

   The greatest need at the elementary level is instructional time. In the K-2 integrated units 4.7 percent of instructional time is devoted to social science, in grade one only 4.0 percent, and in grade two, even less - 3.7 percent. This time constraint dictates a minimal curriculum and sends the message to both student and teacher that it is not essential.

   In grades three through five, only 5.1 percent of instructional time is devoted to social science; again this dictates a narrow and limited curriculum and sends the message that it is unimportant. A very few buildings, with sufficent staff to departmentalize at the intermediate level, have been able to increase this time allotment to 10.2 percent which provides the opportunity for a more comprehensive and challenging curriculum. Staff reduction and the move toward self-contained classes have made instances of departmentalization rare.

2. Teacher Time for In-service and Staff Development

   The second greatest need is teacher time for in-service and staff development to assist teachers in making wise use of the limited time available so that a portion of this time can be devoted to the teaching of social science concepts, the development of socialization skills, and the attitudes and behaviors of responsible citizenship. This will, however, necessarily limit the amount of content that can be covered.

Middle School and High School

1. Supplemental Material

   Because social science textbooks are out-dated before they are printed and because a text necessarily presents a narrow or single point of view, both students and teachers need additional instructional material to constantly update information and provide a wider spectrum of opinions and perceptions. District participation in the CNN News and WHO news programs have helped to solve this problem at the high school level, but readings which present a wide variety of viewpoints are badly needed to provide practice in higher order thinking skills and the formation of personal opinions and conclusions.

2. Teacher Time for In-Service and Staff Development

   The Phase III Effective Teaching courses have addressed learning climate, the development of higher order thinking skills, ethnic and gender concerns, and teaching strategies and techniques. However, these have been generic in nature and have not addressed these issues in particular disciplines. More opportuity to apply this information to a particular subject area needs to be provided.

   In addition, the knowledge base of teachers in these areas needs to be expanded and the use of more effective teaching strategies and techniques to teach these concepts needs to be implemented.

High School

The most important needs at the high school level are:

1. Decisions regarding the content to be covered; and

2. The most effective delivery system to be used to deliver the agreed upon content.

The massive amount of material and information available in both World and American history necessitates difficult decisions in terms of what to include and what to omit. These decisions determine both scope and sequence. Survey courses, although comprehensive, are shallow, leave little time for in-depth study, analysis and reflection, and generally prove unsatisfactory and ineffective in developing true understanding and appreciation. Humanities components are necessarily omitted. In an attempt to cover vast amounts of information, teachers are forced to use the most expedient delivery system available which most frequently results in a fact-driven curriculum and lecture- oriented delivery system. More in-depth study, concept formation, analysis and evaluation demands time and would require the omission of large portions of information and detail.

The American History Curriculum Committee is presently reviewing the Bradley Commission Report on the Teaching of History. This report recommends superimposing a thematic approach over the more traditional chronological format, which would allow teachers and learners to organize information around major historical themes rather than chronological time periods. Research suggests this approach is more meaningful to students and provides greater opportunity for them to evaluate the effect of persons and events on the course of human history. A thematic approach is more understandable, easier to remember, and more relevant. Themes also provide a focus for the study of progress, change, success, and failure in areas such as politics, economics, social reform, foreign policy, immigration, and racial, multicultural and gender concerns.

Difficult decisions need to be made in terms of both content and delivery. Curriculum revision needs to take place. In-service and staff development relative to how to most effectively deliver the curriculum needs to be developed and offered.

The placement of World History at the ninth grade level should be reviewed. The difficulty of the concepts, the vast amount of information, and the uniqueness and unfamiliarity of the various histories which need to be included may be too difficult for the skills, interest level, and maturity of this age student.

Input Evaluation

Budget and Sources of Revenue

Social science teacher salaries, textbooks, staff development, curriculum revision and development, including evaluation, are all paid for through the appropriate Des Moines Public Schools budget account. There is no social science budget. Funds are allocated to the department as line items from other budget accounts such as the Instructional Support Programs or textbook budget.

The Social Science Department has applied for and received grants from the Phase III program for a Social Science Summer Institute and training for curriculum specialists in the Hanson/Silver/Strong teaching methodolgy. The Department also received grant money from the Hewlett Packard Foundation for a two-week seminar on the United States Constitution in August 1986 and the Bill of Rights Foundation for a law-related education staff development program in January-February 1987.

Time Allotment

The student time allotment for social science in elementary school is listed on the chart on page 23. It is also discussed in the Needs section on page 18.

Social science time in middle school is one class period per day. The length of the class period at this level varies from 42 minutes to 55 minutes depending upon the individual building schedule, approximately 210 to 275 minutes per week.

Students in high school attend the social science courses in which they are enrolled one period per day. The length of the class period varies from 50 to 55 minutes per day or 250 to 275 minutes per week.

Equipment

Maps and globes are necessary equipment for social science classrooms. These materials are updated each time a new textbook adoption occurs and are purchased out of the textbook budget. Each textbook adoption committee reviews and evaluates all available material in this area and develops an approved list from which buildings may select according to the needs of the building at that particular time.

Community Resources

The laboratory for teaching social science is the community and social science teachers at all grade levels utilize a variety of community resources. Examples include guest speakers on appropriate curriculum-related topics; visitations to historic places such as Terrace Hill, the Historical Building, Living History Farms, and businesses and factories. They also take advantage of special events in the community which relate to the curriculum. Junior Achievement provides the Business Basics, Project Business, and Applied Economics programs and the Drake Law School provides senior law school students for nine week periods in middle and high school government classes.

Social Science
Staff Expenditures

Grade Level	Number Classroom Teachers/Homerooms	Percent of Time Devoted to Social Science	Cost/ Teacher	Total Cost
Elementary				
K	109 classes - 59.5 Tea.	4.7%	$1,645	$97,878
1	108	4.0%	1,400	151,200
2	99	3.7%	1,295	128,205
3	98	5.1%	1,785	174,930
4	89	5.1%	1,785	158,865
5	81	5.1%	1,785	144,585
TOTAL				**$855,663**
Middle School				
6-8	43		$31,102	$1,337,386
High School				
9-12	49		$34,816	$1,705,984
Social Science Supervisor				
Supervisor				$43,545
Secretary (part-time)				6,525
TOTAL				**$50,070**

Social Science
Textbook Expenditures

Grade	Title/ Copyright Date	New Adoption	Cost
Elementary			
K	Me, 1983	1992	$13,514.17
1	People, 1983	1992	23,309.14
2.	Neighborhoods, 1983	1992	24,830.71
3	Communities, 1983	1992	35,847.29
4	Our Regions, 1983	1992	40,064.58
5	Our History, 1983	1992	38,869.49
Total			**$176,435.38**
Middle School			
6	World View, 1985	1994	$55,230.00
7	World Geography, 1987	1994	45,985.56
8	American Civics, 1987	1995	45,981.00
Total			**$147,196.56**

Grade	Course	Title/ Copyright Date	New Adoption	Cost
High School				
9	World History	People and Nations, 1983	1993	$44,596.90
		Patterns of Civilization, 1984	1993	11,368.50
		The Holocaust, 1983	1993	1,713.25
Total				**$57,678.65**
10-11	American History	American Pageant, 1983	1991	$10,518.92
		A History of the United States,1983	1991	39,301.70
Total				**$49,820.62**
12	Government	Government in the United States, 1984	1992	$23,615.82
		Our American Government and Political System, 1983	1992	8,356.92
Total				**$31,972.74**
12	Economics	Economics: Principles and Practice, 1983	1992	$15,943.20
		Economics: Today and Tomorrow, 1984	1992	5,827.50
Total				**$21,770.70**
10-12	World Religions	Religion in Human Culture, 1978	1995	**$4,582.00**

Grade	Course	Title/ Copyright Date	New Adoption	Cost
High School - (Continued)				
10-12	Soviet Union	From Russia to USSR, 1985	1995	$454.10
		Russian Revolution, 1966	1995	255.00
Total				**$709.10**
10-12	Anthro-pology	Anthropology, 1985	1995	**$2,635.60**
10-12	Current Issues	Opposing Viewpoints	1995	**$3,502.80**
10-12	Inter-national Relations	International Relations, 1984	1995	**$1,533.00**
10-12	Psychology	Psychology: Principles and Applications, 1984	1995	$13,047.30
		Psychology, 1986	1995	2,683.80
Total				**$15,731.10**
10-12	Sociology	Sociology: Understanding Society, 1989	1996	**$12,403.44**
12	AP Com-parative Government	The Comparative Study of Politics, 1989	1996	$442.00
		Comparative Politics, 1989	1996	161.50
Total				**$603.50**

Grade	Course	Title/ Copyright Date	New Adoption	Cost
High School - (Continued)				
12	AP Economics	Economics, 1988	1996	$1,716.00
		Macroeconomics, 1988	1996	517.40
Total				**$2,233.40**
10,	Law and Issues	Street Law, 1986	1995	$5,393.50
		World War I, 1985	1995	1,392.00
		World War II, 1985	1995	1,392.00
		Women Leaders, 1986	1995	1,525.16
		Feminism, 1986	1995	632.45
		Religion in Human Culture, 1978	1995	548.10
Total				**$10,883.21**
Grand Total High School				**$216,059.86**

Process Evaluation

1989-1990 Goals for Social Science Department

Major tasks to be completed by the department in the 1989-90 school year are listed on page 33. They include developing and piloting objective-based tests for Grades 6, 7, and 8. These have been completed and the pilots are taking place this spring. These will be reviewed and revised as indicated by an analysis on the test data. A second major task involved the updating and revision of the Iowa History program for Grade 5. This is being completed and will be presented to Grade 5 staff at the Fall In-service. The American History Curriculum Committee has begun work on revising the high school American history program and selecting a new text for the fall of 1991. A discussion of the work of this committee appears on page 19.

The Conflict Management Program has been implemented at Callanan Middle School with a great deal of success. Hanawalt, Hubbell, Goodrell, and Hoyt have received training in this program. Roosevelt and North staff have been trained in the Creative Conflict Program. McCombs, Granger, and Douglas have implemented the Peaceworks Program very successfully and Harding Middle School will begin using it in the fall.

Responsibilty Statement - Supervisor

The responsibility statement for the Social Science Supervisor appears on pages 29 and 30 of this document. It indicates major areas of concern at the building level and, therefore of concern to the supervisor include implementing an effective Conflict Management Program which is also a District goal; developing more challenging homework assignments in the social science area; improving work study-skills to achieve improved performance on the ITBS tests, improving test scores on the Social Science Objective-based tests; developing and implementing learning activities to enhance appreciation for cultural diversity; decreasing the number of failures; improving ITED scores; and implementing new teaching strategies.

In-service/Staff Development Relative to Social Science

In-service has been provided to elementary administrators in strategies to improve scores on the work-study section of the ITBS test. The work-study section deals with the reading and interpretation of maps, globes, charts, graphs, timelines, diagrams, and library resources. Library skills are part of the language arts program.

Strategies utilized to improve scores of the social science section of the ITED test, which is primarily a reading interpretation and higher order thinking skills test, include extensive work on vocabulary, drawing inferences, and teaching test-taking skills.

The Hanson/Silver/Strong staff development program (August 1, 1989) for high school curriculum specialists provided a wide variety of new effective teaching strategies which were shared with the entire high school social science staff in August 1989.

In June 1989 a Summer Institute for 20 social science teachers, funded through Phase III, addressed global education, teaching about religion in the public schools, writing in the social science area, and higher-order thinking skills.

Professional Meetings

The Iowa and National Councils of Social Studies hold annual conferences which provide sessions on all aspects of teaching social science including current trends, content, new strategies, new instructional materials and programs, and an opportunity to learn from and exchange ideas with social science teachers from Iowa and the United States. Approximately 15 members of the teaching staff regularly attend the Iowa conference and five to eight the national conference.

The National Council also sponsors regional meetings and Des Moines teachers attend both the Rocky Mountain and Great Plains Regionals. The University of Northern Iowa sponsors a yearly one-day conference on geography. The University of Iowa holds a Global Studies Conference each June in which five to eight Des Moines teachers regularly participate. Cost and time away from the classroom seriously limits the number of teachers who are able to take advantage of these opportunities.

Several Des Moines teachers are also members of the Iowa Global Education Association and particpate in conferences provided by this organization which are usually held on non-school time.

Communication Network Within the Social Science Department

The Social Science Supervisor meets on a regular basis with the curriculum specialists at the middle and high school levels and the Elementary Social Science Curriculum Committee to discuss problems, concerns, new materials and information, share ideas, and make decisions concerning social science education in Des Moines.

At the building level, several curriculum specialists have initiated monthly department meetings to disucss common problems, review objectives, analyze objective-based text scores through item analysis, and make decisions relative to the elective program.

The Social Science Supervisor communicates with appropriate staff regarding new programs and materials, professional growth opportunities, special events, and opportunities for students in the social science area.

Needs

Additional in-service and staff development needs to be provided in the following areas:

1. Updating teacher knowledge, particularly in the area of global studies and, more particularly, on the histories, geography, and cultures of the eastern hemisphere.

2. Improving instructional units and teaching strategies relative to ethnic and gender attitudes, behaviors, and issues.

3. Developing and utilizing strategies to assist the low-achieving student.

4. Improving student motivation.

5. Understanding the learning process, including varied learning styles and the teaching strategies to accommodate these styles.

6. Concept formation and concept attainment.

Responsibility Statement

TITLE: Social Science Supervisor **YEAR:** 1990-1991

The responsibility of the Social Science Supervisor is to: 1) assist the staff of the Des Moines Public Schools in delivering a quality Social Science education program to all students in kindergarten through Grade 12; and 2) assist the District in selecting and implementing an effective Conflict Resolution program.

ORGANIZATIONAL TASKS:

1. Assist the following schools staff in selecting and implementing an appropriate conflict resolution program to help reduce the number of recorded disciplinary infractions which occur during the school year.

Adams	*Hanawalt	*Callanan	Hoyt
Douglas	Moulton	Goodrell	Merrill
Greenwood	Williard	East	Meredith
*Hubbell	Woodlawn	*Roosevelt	*McCombs
		Harding	*North

2. Assist the following schools staff in planning challenging homework assignments in the area of Social Science to motivate students to complete these assignments.

Brooks	Rice	Roosevelt
McKee	Watrous	
Monroe	Woodlawn	
Greenwood	Harding	

3. Assist the following schools staff in improving student work-study skills to increase ITBS scores in this area to the degree established in each building.

Garton	Moulton	Merrill
Mann	Oak Park	
McKee	Windsor	
Hubbell	Stowe	

4. Assist the following schools staff in improving Social Science objective-based test scores to the degree established in each building.

Granger	Watrous	Hoover
Park Avenue	Woodlawn	

*Pilot programs in progress.

5. Assist the staff at Callanan Middle School in developing and implementing learning activities to enhance an awareness and appreciation for cultural diversity.

6. Assist the staff at East High School and Alternative High School North in utilizing effective delivery systems to better meet the needs of fundamental level students.

7. Assist the following schools social science staffs in developing and implementing teaching strategies and learning activities to reduce the number of failures in social science classes to the degree established in each building.

   Hoyt McCombs Hoover

8. Assist the North High social science staff in developing and implementing teaching strategies and learning activities to help North High sophomores achieve a scotre of at least the 40th percentile on the social science section of the ITED test.

9. Assist the Roosevelt High social science staff in employing at least two new instructional strategies during the 1990-91 school year.

10. Assist the social science staff at Alternative High School South in developing a practical life skills course.

ORGANIZATIONAL RELATIONSHIPS:

The Social Science Supervisor reports to the Associate Superintendent for Teaching and Learning and receives guidance from the Executive Director for Elementary and Early Childhood Programs and the Executive Director for Middle and High School Programs. In addition, the Social Science Supervisor assists and supports the work of principals and curriculum specialists at the building level and the various District committees to which she is assigned or has responsibility.

Supervisor Goals 1989-90

1. Complete and pilot objective-based tests for grades 6, 7, and 8.

2. Complete revision of grade 5 social science curriculum.

3. Complete plan for integration of conflict resolution skills, attitudes, and behaviors.

4. Begin revision of American History curriculum.

5. Assist elementary and secondary staff in identifying problems and developing program to improve test scores on work-study portion of the ITBS test as requested.

6. Assist secondary staff in identifying problems and developing program to improve test scores on social science objective-based tests as requested.

7. Evaluate all social science teachers as requested by building principals and identify areas of concern as possible topics for future social science workshops and/or in-service.

Product Evaluation

Test Results

A. ITBS/ITED

The portion of the ITBS test used to measure the acquistion of basic skills in the social science area is the work study section which measures map, globe, chart and graph skills. The Social Science ITED sub-test, used at the high school level, is primarily a reading test and measures growth in the ability to interpret and infer from the information provided.

An analysis of these test results indicates that elementary students are performing relatively well on the work-study section of the ITBS test. Scores show there is excellent growth between grade 2 and grade 4, and again between grades 6 and 7. The drop between grade 4 and grade 6 may be partially due to the adjustment between elementary and middle school because tests are given early in the year, after that transition takes place. It may also reflect the degree of difficulty between the two tests, but scores at grade 7 show that students regain their earlier level of competence.

Results from the ITED test are not as encouraging. As stated earlier in this report, this test is primarily a reading interpretation and reasoning test. More work needs to be done within the social science program to teach students reasoning skills, develop the ability to draw inferences, and improve reading skills relative to social science content.

B. Objective-Based Tests

Scores indicate there has been steady growth in achievement on the objective-based tests in grades 3 through 7. This indicates students are making progress in acquiring knowledge and skills in the social science area. Of particular note are relatively high scores in areas of thought process and multicultural non-sexist learnings. Overall achievement should be improved. This may reflect the minimal amount of time devoted to social science at the elementary level. The quality of teacher preparation in the social science area may also be a factor.

Scores in grades 8 through 12 are of greater concern in that they do not reflect the same steady growth. Student progress at this level appears to fluctuate to a greater degree and does not make continuous progress from year to year. Test

results show a slight decline in achievement in grades 8 through 11 with significant progress made between grades 11 and 12. There is a sharp decline in thought process skill development between middle school and high school which is supported by results on the ITED test.

A review of grade distribution at the middle and high school level also suggests cause for concern. Student grades do not reflect the traditional bell-shaped curve. There are a disproportionate number of D's as compared to B's in all social science courses across the District which indicates students are not meeting teacher expectations. Expectation levels and grading systems need to be examined and effective means of helping students become more successsful should be developed and utilized. Success in this area should impact both norm-referenced and objective-based test results and student moral.

The results of the Iowa Test of Basic Skills and the Iowa Test of Educational Development show a variation in the degree of progress between elementary and secondary students. The lower score at the secondary level is cause for concern as is the fact that the overall achievement level for both groups has been relatively constant over the past four years.

Objective-based test results indicate that students are learning between 60 and 70 percent of what we are teaching in elementary and between 50 and 60 percent at the secondary level. Although creditable, these scores indicate a need for improvement in the teaching and learning of Social Science concepts and skills, particularly at the high school level.

A possible explanation of the reason for these test results may be the nature of the curriculum provided and the grade level at which it is taught. As has been stated, the massive amounts of information covered in both the American and World History courses and the grade level assigned to each course needs to be reviewed and decisions made relative to its appropriateness. Teaching strategies and methodology also need refinement. The American History Curriculum Committee is currently grappling with these questions; World History teachers will do the same in 1992.

Of particular note are the exemplary results of the AP European and AP American History courses. Central Academy students enrolled in Advanced Placement European History and AP American History scored appreciably higher than all other students taking these exams both in Iowa and nation-wide.

ITBS 1986-89
GRADE 2 RESULTS COMPARISON

SUBTEST	1986	1987	1988	1989
Listening	75	78	75	83
Word Analysis	54	55	43	46
Vocabulary	54	54	44	46
Reading	54	53	44	48
Language	63	65	58	71
Work-Study	58	62	53	64
Mathematics	56	56	56	68
Composite	59	62	53	62

ITBS 1985-89
RESULTS COMPARISON

GRADE 4

SUBTEST	1985	1986	1987	1988	1989
Vocabulary	51	64	61	60	61
Reading	62	66	65	64	67
Language	59	65	71	63	81
Work-Study	71	72	71	66	75
Mathematics	49	66	69	70	79
Composite	60	68	69	66	75

GRADE 6

SUBTEST	1985	1986	1987	1988	1989
Vocabulary	65	58	68	57	64
Reading	54	57	58	55	55
Language	60	52	60	52	59
Work-Study	66	67	69	66	67
Mathematics	55	66	64	69	69
Composite	61	61	64	60	63

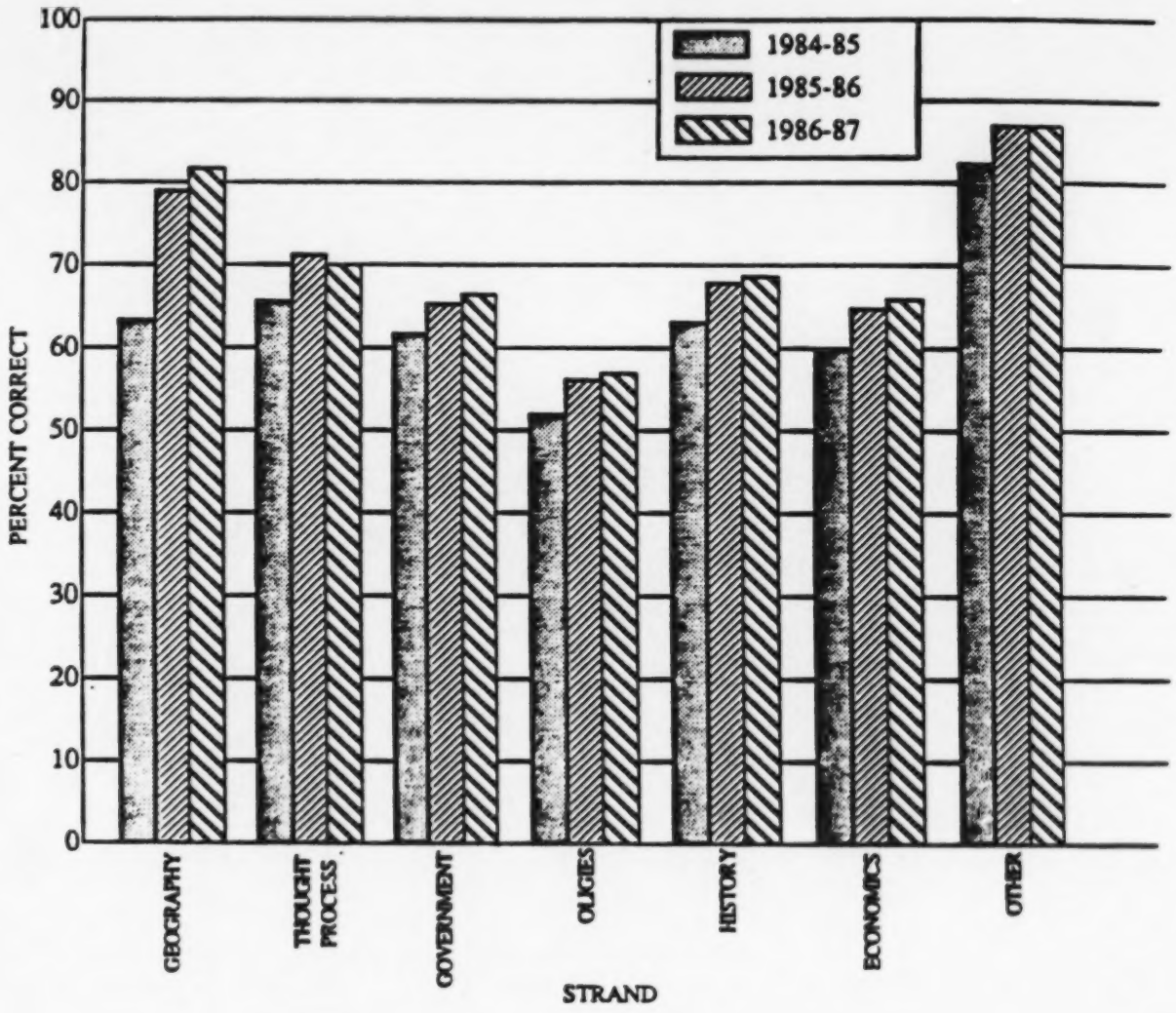
GRADE 7

SUBTEST	1985	1986	1987	1988	1989
Vocabulary	56	60	65	59	69
Reading	43	62	61	60	64
Language	51	66	62	65	66
Work-Study	73	75	73	74	73
Mathematics	56	71	67	71	72
Composite	57	68	67	67	70

ITED 1986-89
RESULTS COMPARISON

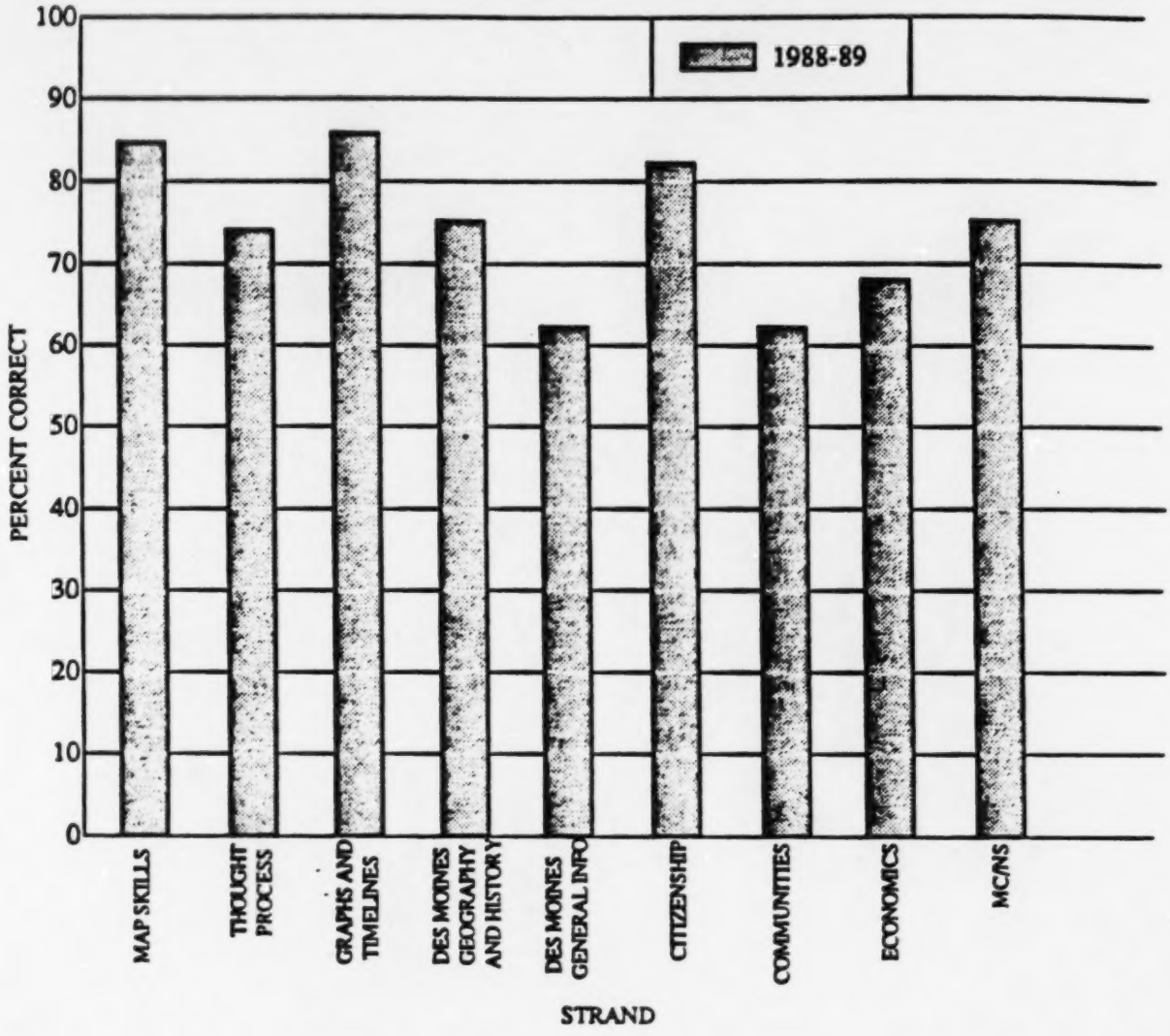
	GRADE 9		GRADE 10			
SUBTEST	1986	1987	1986	1987	1988	1989
Correctness of Expression	64	-	60	62	62	76
Quantitative Thinking	64	-	58	56	62	71
Social Studies	64	-	64	60	64	60
Natural Sciences	54	-	53	58	54	66
Literary Materials	60	-	62	66	67	67
General Vocabulary	52	-	58	60	57	66
Sources of Information	74	-	76	70	74	76
Composite	62	-	64	66	67	65
Reading Total	57	-	58	52	56	59

GRADE 3 SOCIAL STUDIES - 1987



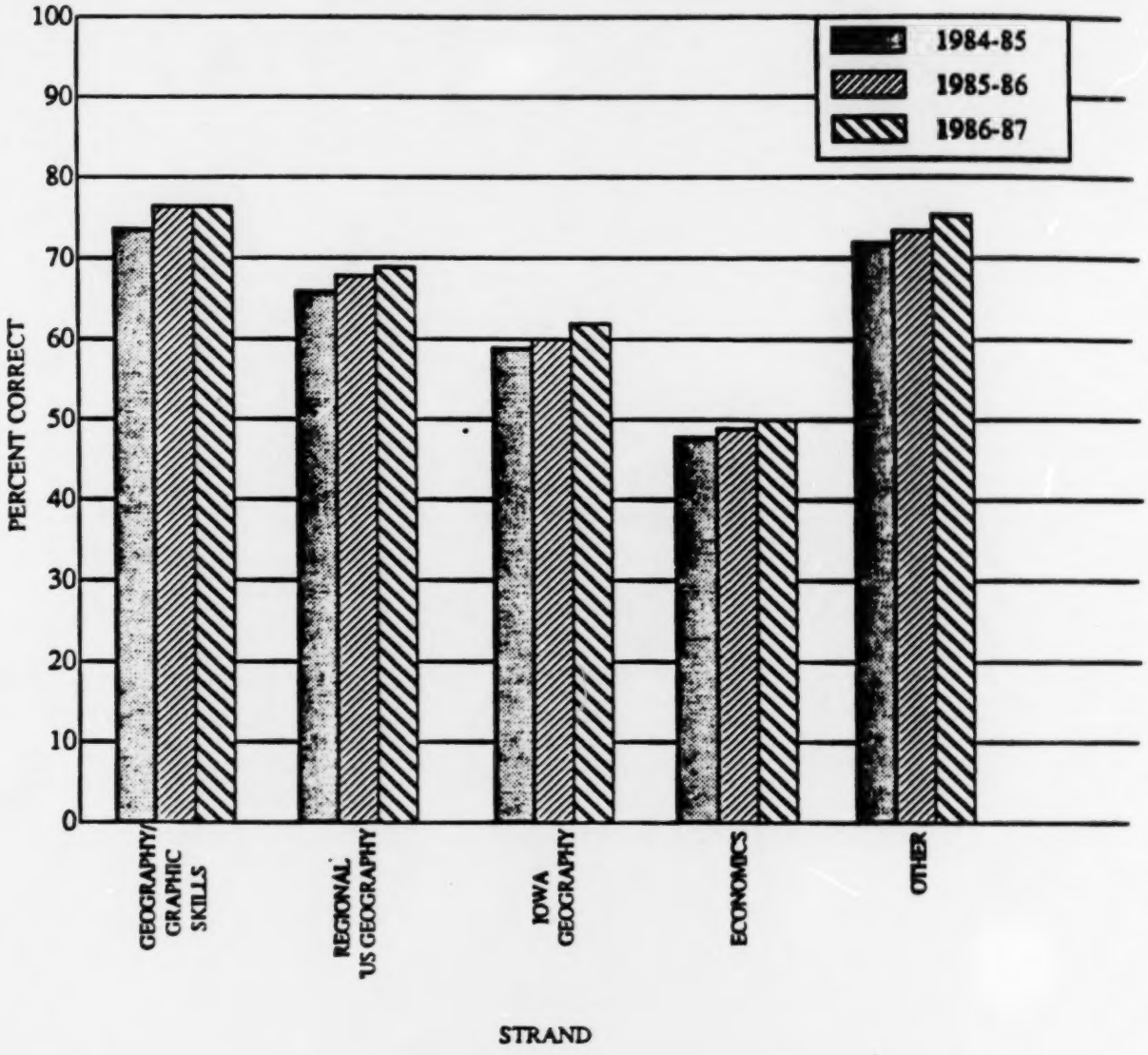
Strand	1984-85	1985-86	1986-87
Geography	63	79	82
Thought Processes	65	71	70
Government	62	65	66
Oligies	52	56	57
History	63	68	69
Economics	60	65	66
Other	82	87	87
District Average	62	69	70

GRADE 3 SOCIAL STUDIES - 1989



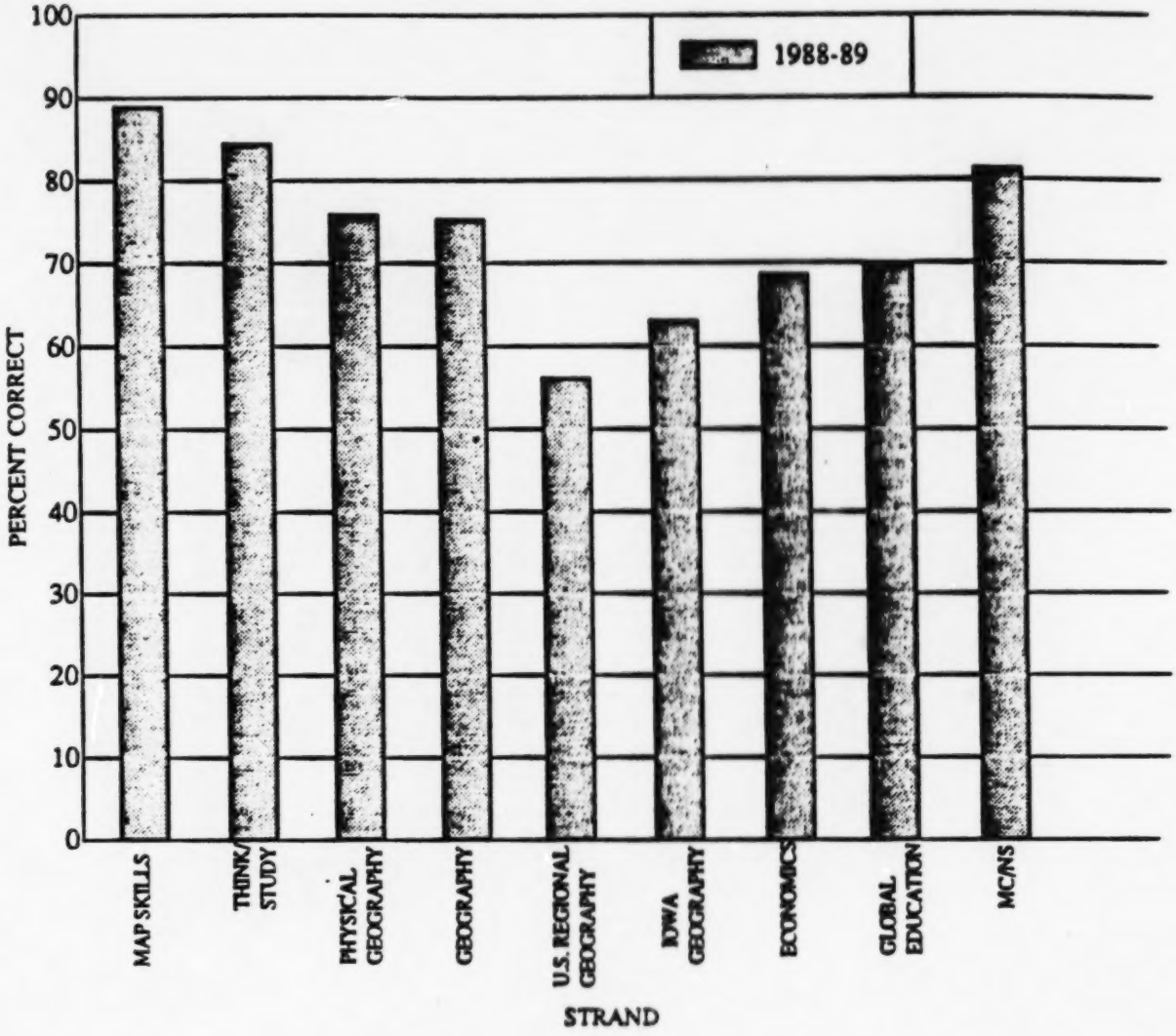
Strand	1988-89
Map Skills	85
Thought Processes	74
Graphs & Timelines	86
Des Moines Geography & History	75
Des Moines General Info	62
Citizenship	82
Communities	62
Economics	68
MC/NS	75
District Average	73

GRADE 4 SOCIAL STUDIES - 1987



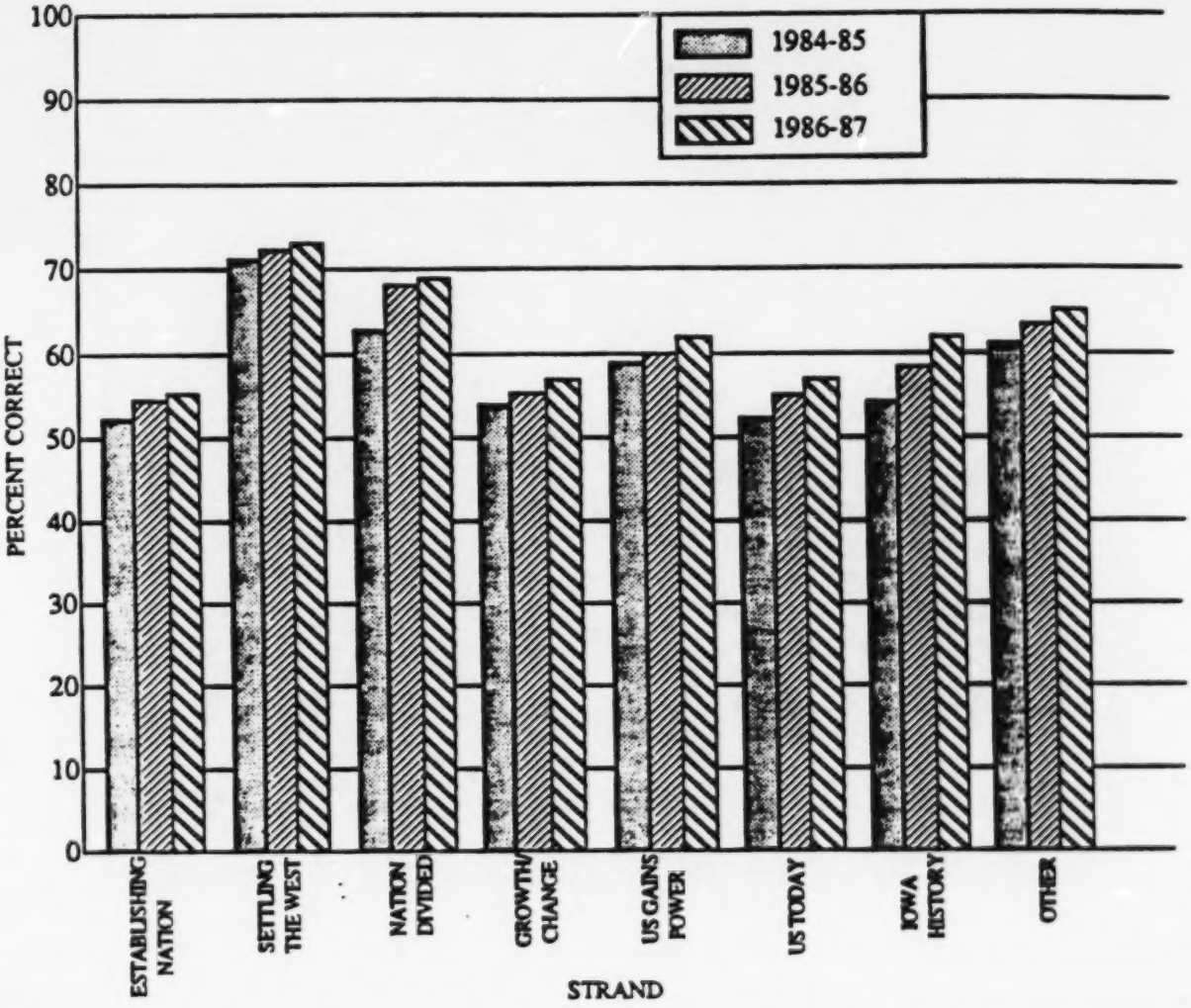
Strand	1984-85	1985-86	1986-87
Geography/Graphic Skills	74	76	76
Regional US Geography	66	68	69
Iowa Geography	59	60	62
Economics	48	49	50
Other	72	73	75
District Average	63	65	66

GRADE 4 SOCIAL STUDIES - 1989



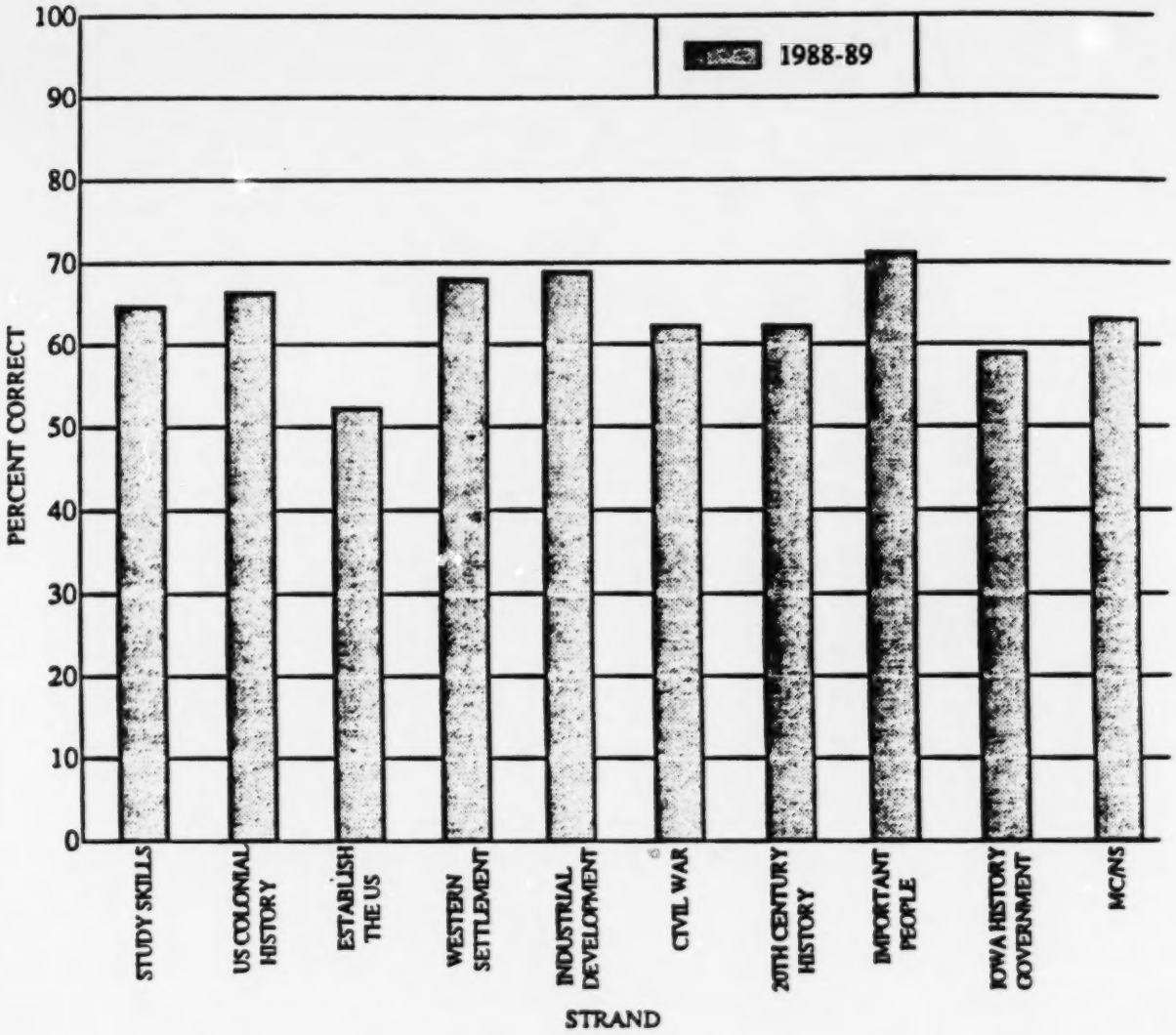
Strand	1988-89
Map Skills	89
Think-Study	84
Physical Geography	76
Geography	75
U.S. Regional Geography	56
Iowa Geography	63
Economics	69
Global Education	70
MC/NS	81
District Average	72

GRADE 5 SOCIAL STUDIES - 1987



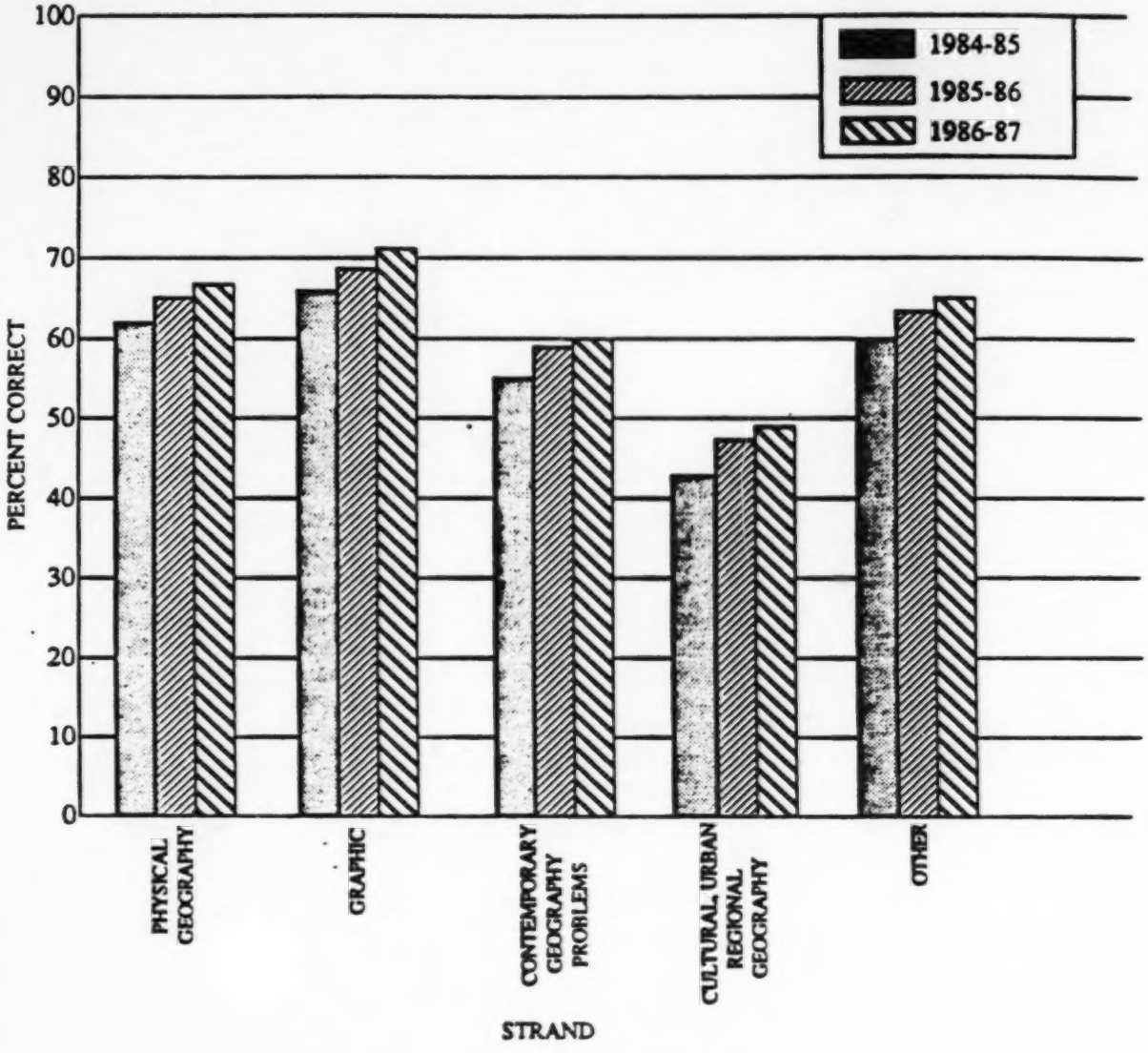
Strand	1984-85	1985-86	1986-87
Establishing Nation	52	54	55
Settling the West	71	72	73
Nation Divided	63	68	69
Growth/Change	54	55	57
US Gains Power	59	60	62
US Today	52	55	57
Iowa History	54	58	62
Other	61	63	65
District Average	58	60	62

GRADE 5 SOCIAL STUDIES - 1989



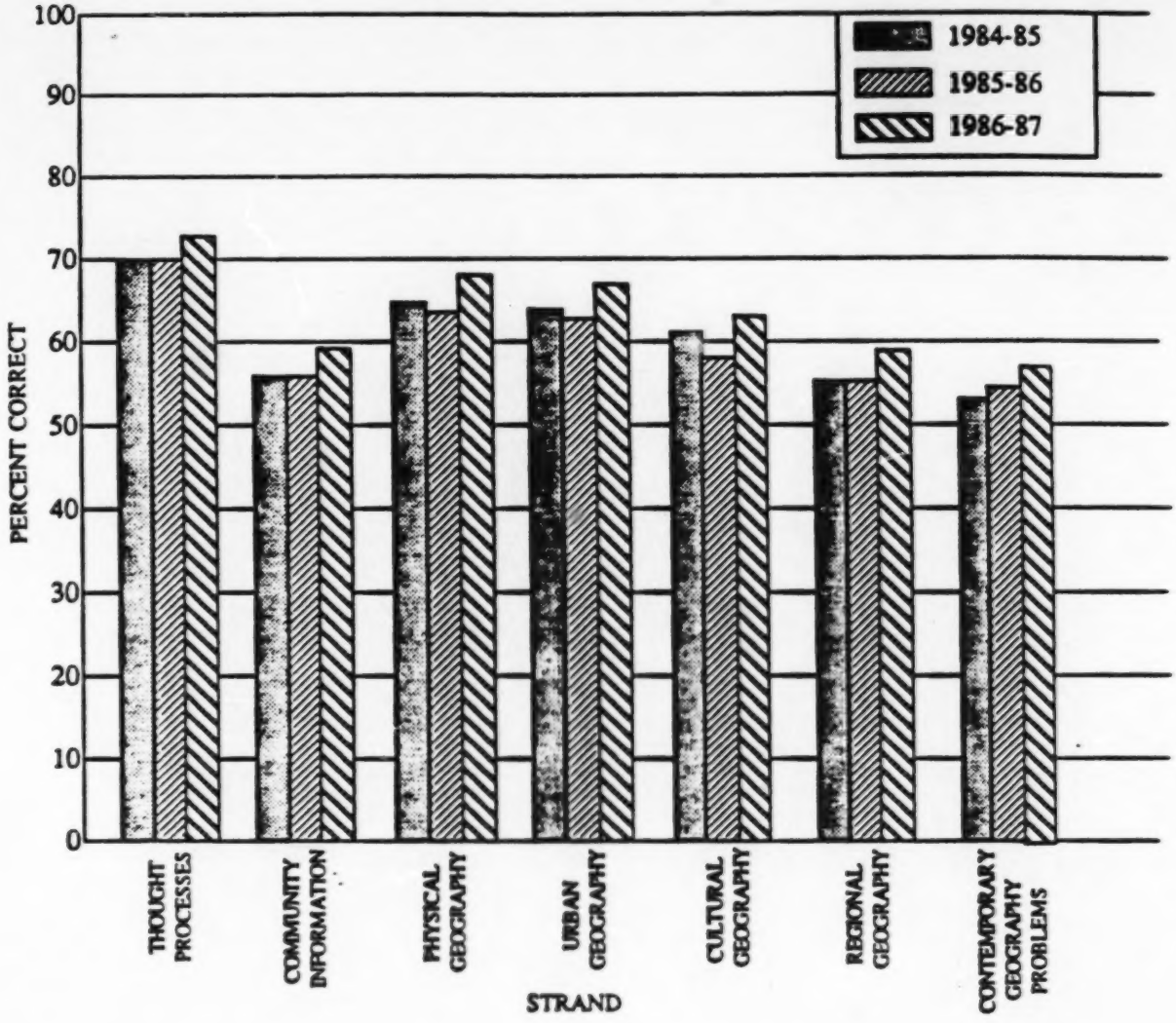
Strand	1988-89
Study Skills	65
US Colonial History	66
Establishing the US	52
Western Settlement	68
Industrial Development	69
Civil War	62
20th Century History	62
Important People	71
Iowa History/Government	59
MC/NS	63
District Average	63

GRADE 6 WORLD GEOGRAPHY - 1987



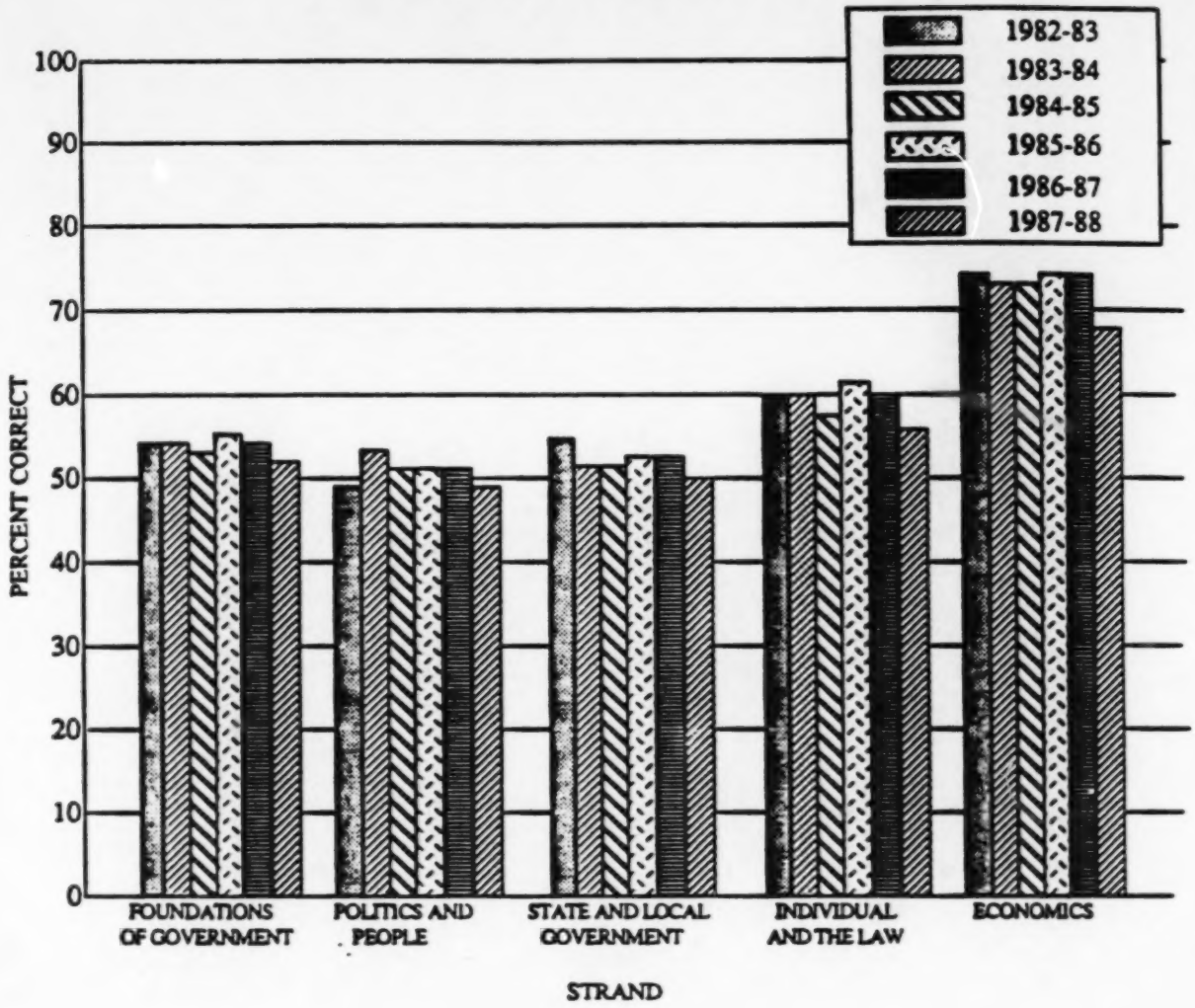
Strand	1984-85	1985-86	1986-87
Physical Geography	62	65	67
Graphic	66	69	71
Contemporary Geography Problems	55	59	60
Cultrual, Urban, Regional Geography	43	47	49
Other	60	63	65
District Average	59	62	64

GRADE 7 WORLD GEOGRAPHY - 1987



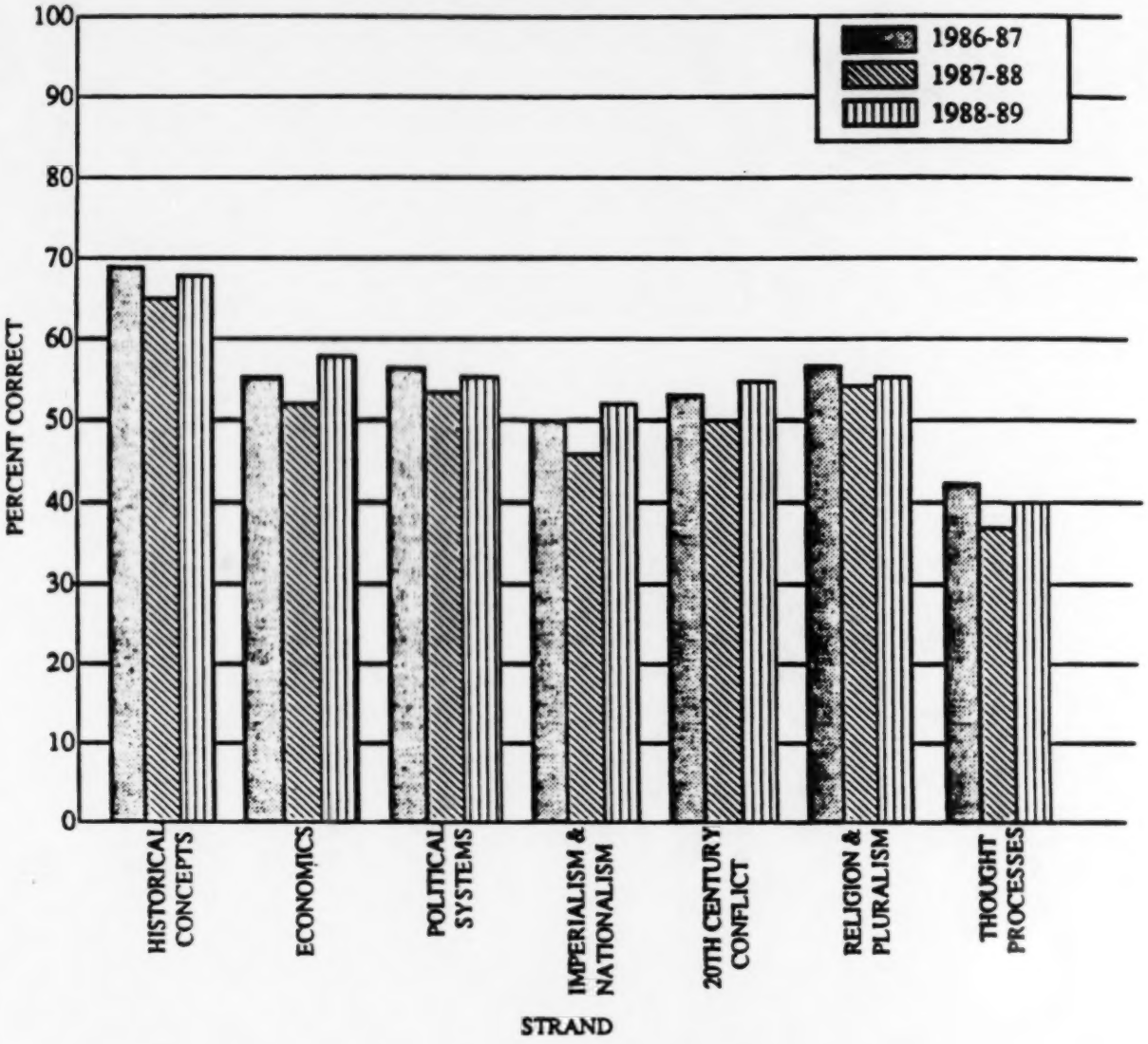
Strand	1984-85	1985-86	1986-87
Thought Processes	70	70	73
Community Information	56	56	59
Physical Geography	65	64	68
Urban Geography	64	63	67
Cultural Geography	61	58	63
Regional Geography	55	55	59
Contemporary Geography Problems	53	54	57
District Average	60	60	63

GRADE 8 SOCIAL STUDIES - 1988



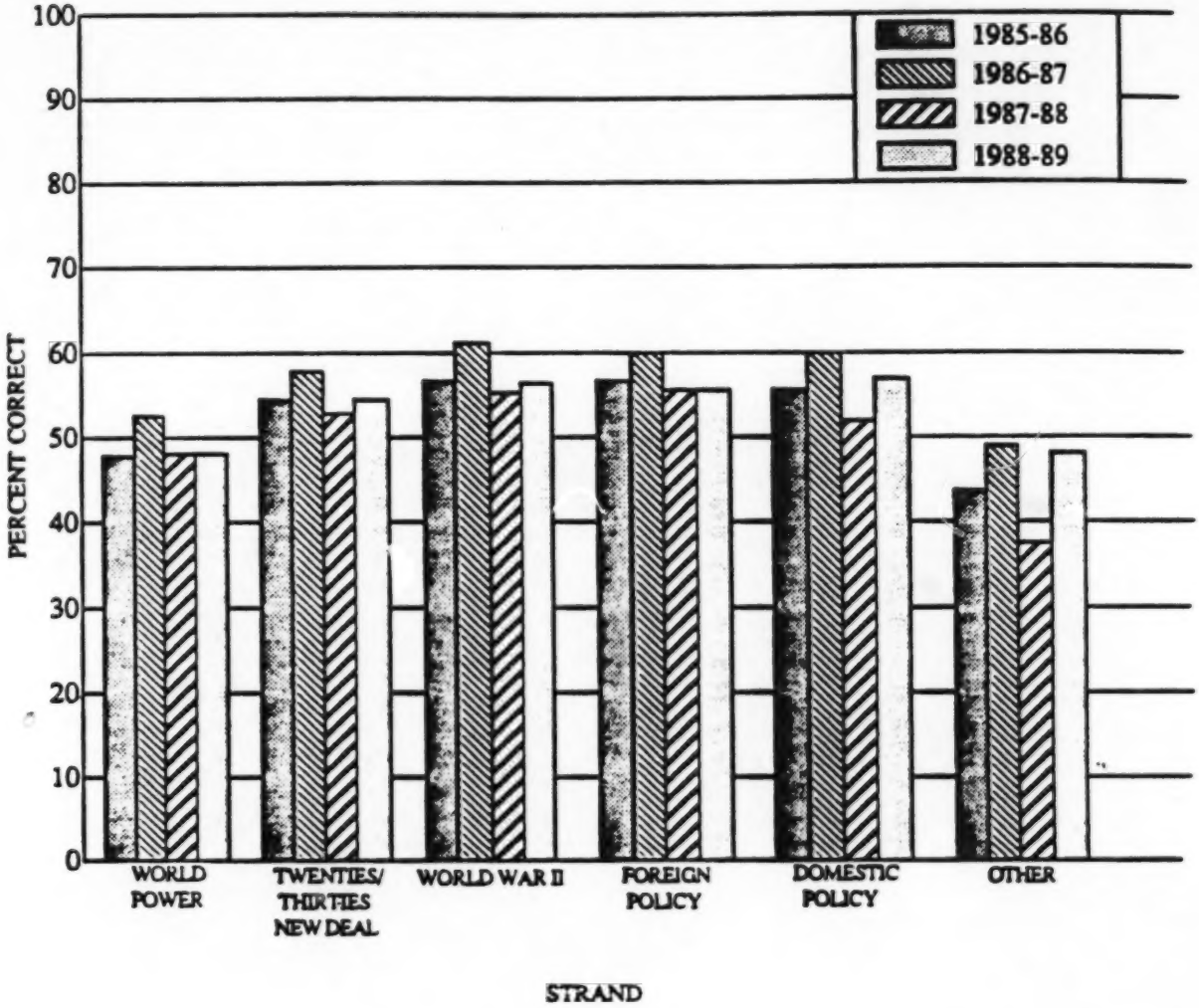
Strand	82-83	83-84	84-85	85-86	86-87	87-88
Foundations of Government	54	54	53	55	54	52
Politics and People	49	53	51	51	51	49
State and Local Government	54	51	51	52	52	50
The Individual and the Law	60	60	58	61	60	56
Economics	74	73	73	74	74	68
District Average	59	60	59	60	60	57

WORLD HISTORY, SEMESTER 2 - 1989



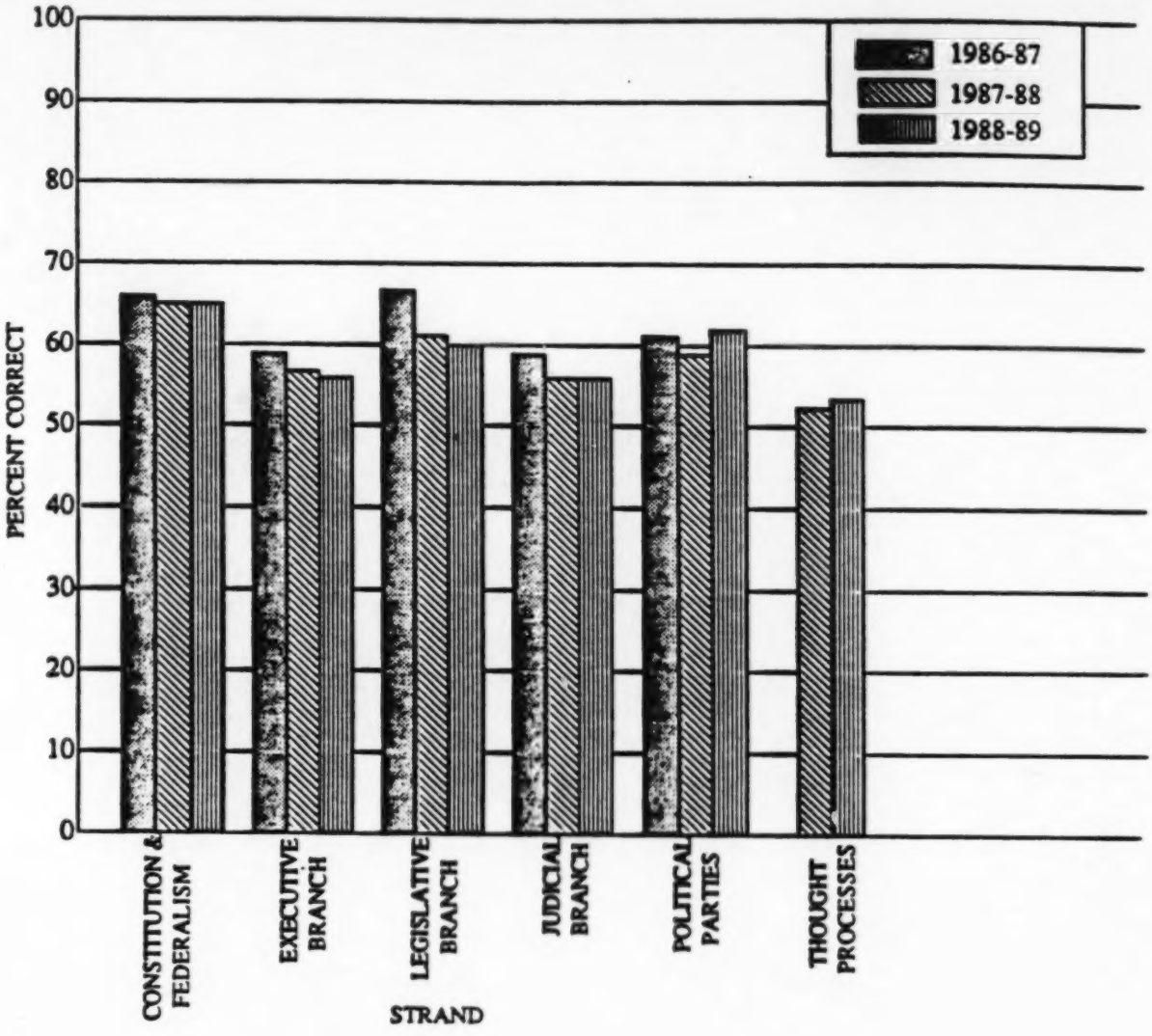
Strand	1986-87	1987-88	1988-89
Historical Concepts	69	65	68
Economics	55	52	58
Political Systems	56	53	55
Imperialism & Nationalism	50	46	52
20th Century Conflict	53	50	55
Religion & Pluralism	56	54	54
Thought Processes	42	37	40
District Average	56	53	56

U. S. HISTORY, SEMESTER 2 - 1989



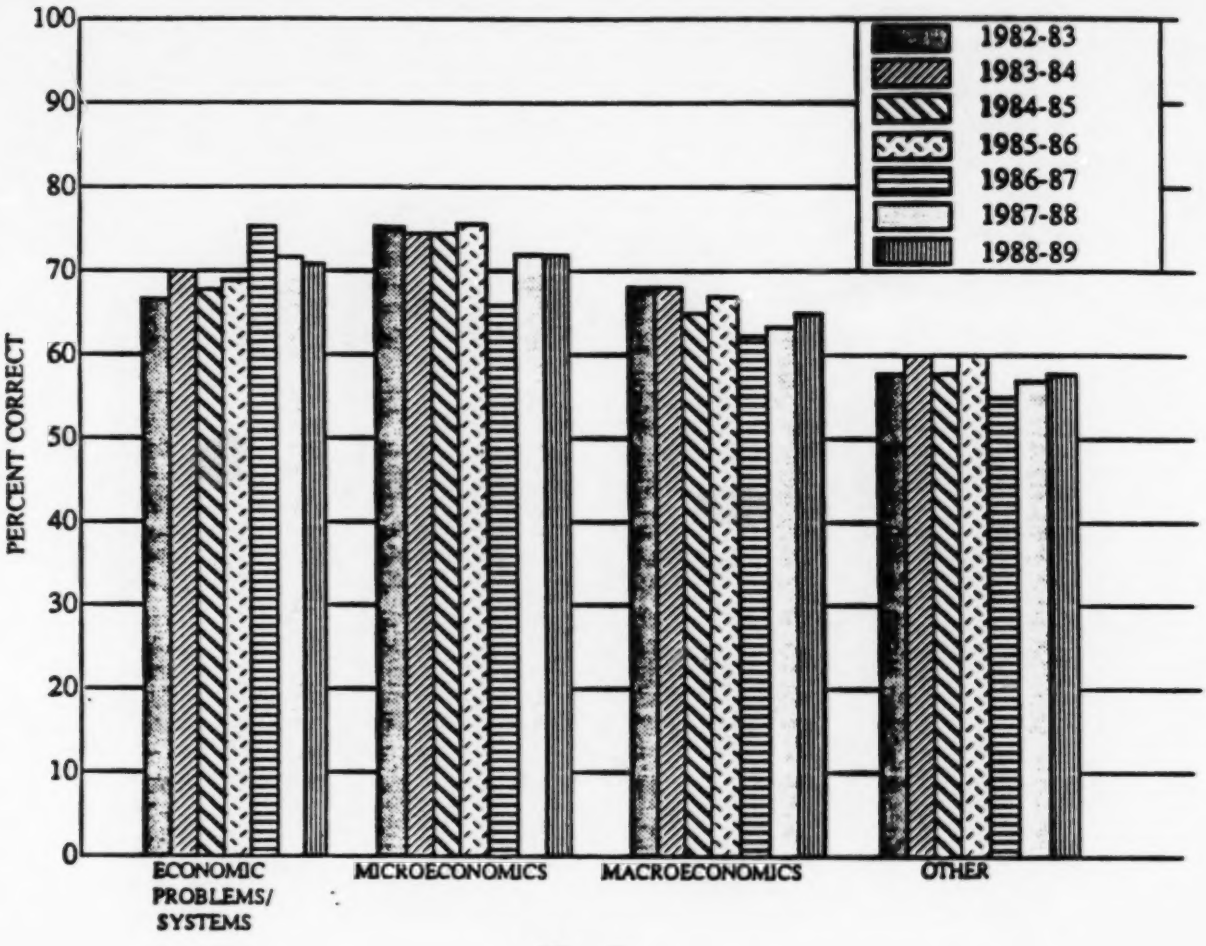
Strand	1985-86	1986-87	1987-88	1988-89
World Power	48	52	48	48
Twenties/Thirties New Deal	54	58	53	55
World War II	57	61	55	57
Foreign Policy	57	60	55	56
Domestic Policy	56	60	52	57
Other	43	49	37	48
District Average	54	58	52	54

GOVERNMENT - 1989



Strand	1986-87	1987-88	1988-89
Constitution & Federalism	66	65	65
Executive Branch	59	57	56
Legislative Branch	67	61	60
Judicial Branch	59	56	56
Political Parties	61	59	62
Thought Processes		52	53
District Average	62	59	60

ECONOMIC THEORY - 1989



Strand	82-83	83-84	84-85	85-86	86-87	87-88	88-89
Economic Problems/ Systems	67	70	68	69	75	72	71
Microeconomics	75	74	74	75	66	72	72
Macroeconomics'	68	68	65	67	62	63	65
Other	58	60	58	60	55	57	58
District Average	69	69	67	69	65	67	67

Central Academy Advanced Placement Report

Course	Mean Score	Percent Scoring Three or Higher	Percent of Students Taking Exam as 11th and 12th Graders
1987-1988			
Central Academy European History	3.09	81	0 (100% were tenth graders)
Iowa-European History	2.88	69	46
National-European History	2.97	70	73
1988-1989			
Central Academy European History	3.41	88	0 (100% were sophomores)
Iowa-European History	3.28	83.3	46
National-European History	3.08	73.4	73
Central Academy U.S. History	3.35	65	
Iowa-U.S. History	2.98	62.2	
National U.S. History	2.80	54.3	

Classroom Observations

Classroom observations indicate a variety of teaching strategies and techniques are being utilized in some classrooms across the District. These range from cooperative learning groups to lecture, from simulations to question and answer format. It is apparent that the social science staff, particularly at the secondary level, is extremely knowledgeable and well prepared in the subject area which they teach. It is also true that the staff is committed to teaching and learning and concerned that all students make progress. The social science staff is a veteran staff with many years of teaching experience.

The greatest asset to a department and the achievement of students in that department is the quality of the teaching staff. The Social Science Department is fortunate to have a number of master teachers and should continue to attract and hire the best available in the field.

Enrollments in Elective Courses

Low enrollments in the social science elective courses is a concern. The elective program is designed to round-out or balance the required curriculum.

Staff reduction has reduced the availability and number of elective offerings. Scheduling has become more difficult and present staff is needed to teach the required courses. If a staff member is freed to offer an elective, class size increases in the required courses.

Many students choose a reduced schedule in order to work or particpate in other activities. The perceived popularity of the teacher teaching the elective and the reputation of the elective also impacts enrollment. Psychology, Sociology, and Law and Issues remain the most popular electives.

Adherence to Standards, Policies, or Regulations

The social science staff is cognizant of, supports, and implements the District's Citizenship Education, Religion and Controversial Issues policies. Differing viewpoints are encouraged. Controversial issues are not avoided and every attempt is made by most staff to maintain an open and questioning atmosphere.

The Global Education and MCNS standards need to be constantly reviewed and incorporated, to an even greater degree, into the curriculum and teaching practices of the department district-wide.

Enrollments - Social Science Elective Courses - Spring 1990

Course	Number of Students Enrolled
Psychology	196
Sociology	182
Anthropology	31
Soviet Union	16
Current Issues	63
Law and Issues	144
International Relations	20
Advanced Placement Comparative Government	31
TOTAL	**683**

Future Plans

1. To increase staff interest in expanding the American Studies and World Studies courses which integrate history and literature and are presently taught only at Roosevelt to other high schools in the District.

2. To cooperate with the Reading Department in utilizing literature at all grade levels to support and enhance social science concepts.

3. To address and make decisions regarding the converage of information and grade-level placement of social science courses at the high school level.

4. To address and make decisions regarding the delivery system for World and American History.

5. To continuously develop and provide effective and appropriate in-service/staff development to address specific concerns discussed in this report.